**PRIMARY EDUCATION IMPROVEMENT PROJECT (PEIP)  
TERMS OF REFERENCE**for  
  Consultant for improvement of the design of the INSET provision and implementation of professional development program for teachers

1. Background of the Project

The Primary Education Improvement Project (PEIP) development objective is to improve conditions for learning in primary education in North Macedonia.

The Project would support the Government of North Macedonia’s initiatives geared to:  
•        improve the learning environment at the primary level;  
•        increase number of primary education teachers with proven professional practice in two core teacher professional competencies i.e. teaching and learning and creating a stimulating learning environment;  
•        improve quality of teaching practices; and  
•        implement school improvement plans that use performance data and monitoring tools for improving student learning.

The project is organized around three main elements that need to be aligned in order to be complementary to each other. Component 1 focuses on school-level interventions, which are closest to students and most likely to impact learning while also mitigating and recovering learning losses generated by COVID-19.  Two enabling elements are system-level reforms that would create the necessary enabling conditions so the school teachers are empowered with data on learning and up-to-date training.  Component 2 would develop a comprehensive national assessment program to inform both school improvement planning and professional development programs, serving to link the school and system levels.  Component 3 would put into practice professional competencies for educators. Together, these elements will provide adequate information, tools, training and support to create effective and improved conditions for learning and ultimately increase student achievement. Component 4 would strengthen sector management, project management and monitoring and evaluation.

The Ministry of Education and Science (MOES) is the main implementing agency of the Project in close cooperation with the National Examination Center (NEC), Bureau for Development of Education (BDE) and State Educational Inspectorate (SEI). Projects direct beneficiaries will include primary education students but focused support will be given to those who are vulnerable (Roma, girls, students disproportionally affected by the closure of schools due to the COVID-19 pandemic) which are expected to benefit from improved learning and physical environment in the schools as well as from better-trained teachers. Primary education teachers, school principals, and MPSTs will benefit from more efficient professional development and career advancement, teaching adds, and grant program to implement their school improvement plans.

Education Strategy 2018-2025 defines priorities on all levels of the education sector. In regards to the modernisation of primary education, priority IV is concerned with the improving of the capacities of Human Resources in the Primary Schools and the need for improvement of professional competencies of the teachers are high on the agenda. The Ministry of education and science will improve the institutional framework for In-Service Teacher Training (INSETT) to create a high quality demand-led professional development system that will meet the teachers' needs as well as the system's needs. The Bureau for Development of Education / Sector for Professional Development is the central point in this initiative. This sector is responsible for effective conduction of the priority for improvement of the implementation of accreditation procedures and monitoring and evaluation of the accredited training provider’s performances. In addition to that Ministry of Education and Science plans to invest in the provision of INSET to teachers of primary schools.

1. **The objective of the assignment**

The objective of this assignment is to hire an individual consultant to support and facilitate the Ministry of Education and Science and the Bureau for Development of Education to make informed decisions about the improvement of In-Service Teacher Training.

1. **Scope of work**

In close coordination with all relevant stakeholders, (BDE, MoES and working group established for this purpose), the selected consultant will advise on all stages of the process of

* the design of provision of In-service Teacher Training,
* implementation of professional development of teachers and
* M & E.

The consultant is expected to perform the following activities:

* advise BDE and MOES in the adaptation of Rulebook for accreditation procedures;
* provide advice in developing Public call for accreditation of training providers, according to the new law for BDE and Rulebook;
* consult on the testing of the system, and advise on the adaptation of Public call based on feedback (optional activities which will depend on the timeframe of activities)
* support BDE in conducting meeting with interested training providers and consult on the feedback to the interested training providers;
* advise BDE on the implementation of evaluation of the application of the interested training providers
* advise on school prioritization regarding means for in-service training availability (possible voucher system, phasing schools etc.) and information to schools in a form that enable easy aggregation of data.
* Aggregation of schools choices and contract development
* Development of a manual for accredited In-service Training providers
* Practical advice on setting up and implementation of M&E and on the job mentoring of relevant staff from BDE

1. **Reporting obligations and deliverables**

The consultant shall prepare and deliver the following documents:

* Public call for accreditation of training providers;
* Manual for accredited In-service Training providers

The consultant shall also prepare short monthly reports on activities undertaken and advice provided on:

* adaptation of RULE book for accreditation procedures;
* testing of the system, and adaptation of Public call based on feedback
* meeting with interested training providers
* feedback to the interested training providers;
* implementation of evaluation of the applications
* school prioritization
* Information to schools.
* Aggregation of schools choices and contract development
* setting up and implementation of M&E and on the job mentoring

1. **Qualifications and requirements**

* Bachelor or higher level university degree in the area of education, HR, social sciences or similar
* At least 5 years of professional experience in the area of professional development and/or teacher training;
* Experience in project coordination and monitoring and evaluation of programs/projects will be an advantage
* Knowledge of the educational system in North Macedonia will be an advantage.
* Excellent interpersonal communication skills, demonstrated ability to work cooperatively with different stakeholders and proven experience in coordinating and monitoring;
* Experience on World Bank projects will be an advantage.
* Full computer literacy (MS Office);
* Excellent oral and writing skills in English and Macedonian;

1. Contract arrangements and duration of assignment

The estimated duration of this assignment is 5 months. Expected start of services is January 2022. The consultant is expected to work in North Macedonia. The contract will be time based.